# City University of Hong Kong
## Course Syllabus

## offered by Department of English
## with effect from Semester A 2019 /2020

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**Part I    Course Overview**

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| **Course Title:** | Critical Approaches to Literature |
| **Course Code**: | EN4577 |
| **Course Duration:** | 1 semester |
| **Credit Units**: | 3 |
| **Level**: | B4 |
| **Proposed Area:** *(for GE courses only)* | ■Arts and Humanities<br>☐Study of Societies, Social and Business Organisations<br>☐Science and Technology |
| **Medium of Instruction:** | English |
| **Medium of Assessment:** | English |
| **Prerequisites**: *(Course Code and Title)* | Nil |
| **Precursors**: *(Course Code and Title)* | Nil |
| **Equivalent Courses**: *(Course Code and Title)* | Nil |
| **Exclusive Courses**: *(Course Code and Title)* | Nil |

## Part II    Course Details

### 1.    Abstract
*(A 150-word description about the course)*

The course aims to introduce students to major theoretical concepts and critical practices in literary studies. Students will focus on specific writers, genres or themes in the context of literary history and criticism. The critical perspectives that this course explores may include gender studies, postcolonialism, new criticism, psychoanalysis, postmodernism and reader-response theory. This course will enhance students' ability to analyse and interpret literary production from different cultural contexts through discussions of form, style, innovations on traditional creative paradigms and themes. Students will generate critical and creative responses to selected texts throughout the course.

### 2.    Course Intended Learning Outcomes (CILOs)
*(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)*

| No. | CILOs | Weighting* (if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) | | |
|---|---|---|---|---|---|
| | | | *A1* | *A2* | *A3* |
| 1. | Identify and understand relevant terms and concepts related to literary criticism | | X | X | |
| 2. | Analyze literary texts in relation to their literary and historical context. | | X | X | |
| 3. | Deploy close reading skills to achieve a nuanced understanding of literary texts. | | X | X | X |
| 4. | Generate critical, analytical and creative responses to literature. | | X | X | X |
| *If weighting is assigned to CILOs, they should add up to 100%.* | | 100% | | | |

*# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.*

*A1:    Attitude*
*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*
*A2:    Ability*
*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*
A3:    *Accomplishments*
*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3.    Teaching and Learning Activities (TLAs)
*(TLAs designed to facilitate students' achievement of the CILOs.)*

| TLA | Brief Description | CILO No. | | | | | | Hours/week (if applicable) |
|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | | | |
| Lectures | Lectures will provide background on literary movements and theories, and guide students in approaching representative texts. | X | X | X | X | | | |
| Class Discussion and group activities | Group and class discussions will facilitate an exchange of informed personal responses, ideas and perspectives on the texts. | X | X | X | X | | | |

## 4. Assessment Tasks/Activities (ATs)
*(ATs are designed to assess how well the students achieve the CILOs.)*

| Assessment Tasks/Activities | CILO No. | | | | | | Weighting* | Remarks |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | | | | |
| Continuous Assessment: 100% | | | | | | | | |
| **Class participation** is crucial in this course, in order to encourage debate and discussion amongst students | X | X | X | X | | | 10% | |
| **Reading response tasks** include written personal responses, and other activities designed to assess students initial engagement with the course material | | | X | X | | | 30% | |
| **Critical Essays** will assess the students' ability to analyze one or more representative texts. Students will need to carry out close reading and secondary source research to support and develop their ideas. Each essay will be worth 30%. | | X | X | X | | | 60% | |
| Examination: __0__% (duration:    hours       , if applicable) | | | | | | | | |

*\* The weightings should add up to 100%.*

| 100% |
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## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|---|---|---|---|---|---|---|
| Critical Essays | Argumentation | Thesis is clear and appropriate for the writing task. There is a sense of originality in the way the writer has answered the question. Ideas are well supported and conclusions reveal a progression of ideas | The responses contain sharp ideas that are clearly expressed, original, and thoughtfully supported. | Elements of B and D | The topic is clear but there is little originality in the way that the writer has answered the question. Ideas are not always supported. There is little sense of progression as the paper develops. | The essay appears to be off topic or only loosely related to the task. The writer may have misunderstood the question. |
| | Language | Exceptionally well composed. Words are used with precision and accuracy. A wide variety of sentence structures are used. | Strong control of language and a wide lexical range. Grammatical structures are varied and well constructed. Small errors may persist but the meaning is sharp and clear. | Effective and functional control. Basic ideas are communicated effectively. Errors cause minimal distraction. | There is a high density of errors, causing strain for the reader. The meaning is sometimes lost or unclear | Almost every sentence has some kind of error, which causes serious problems for the reader. The meaning is often lost or distorted. |
| | Engagement | Sophisticated critical reading and interpretative skills apparent. | The discussion of the primary texts is appropriate and sufficiently detailed. There is a sense of the writer critically engaging with the texts. | Elements of B and D | Some discussion of the primary texts, but mostly in general and broad terms. The selection of primary texts may not be appropriate for the task. Citation methods are not clear or inconsistently applied. | Very little if any engagement with the primary texts |
| | Presentation | The written assignments are extremely well presented in terms of font, layout, spacing, headings, and citation | The written assignments are well presented in terms of font, layout, spacing, headings, and citation | The written assignments are adequately presented in terms of font, layout, spacing, headings, and citation | The written assignments are poorly presented in terms of font, layout, spacing, headings, and citation | The written assignments are very poorly presented in terms of font, layout, spacing, headings, and citation |

| Reading Response Tasks | Engagement and Support | Demonstrates a very detailed understanding of the course readings. Specific and accurate support | Demonstrates a good understanding of relevant texts with some specific support | Demonstrates fairly good understanding of relevant texts, but lacking in detail. There may be some inaccuracies. | Demonstrates a superficial understanding of relevant texts. Support is not always detailed or accurate. | Demonstrates a minimal understanding of relevant texts and/or lacking in content. |
|---|---|---|---|---|---|---|
| | Originality of ideas | The main ideas of the response are sharp, creative, and compelling. | The response is coherent and contains some elements of creativity and originality. | Main ideas are mostly clear but the response may be lacking in terms of specific or original ideas. | The main ideas are not always clear and the response appears to be lacking in terms of originality or relevance. | The response appears to be off topic or ideas are generally incoherent. |
| Participation | Participation in in-class activities | Makes significant contribution to in-class discussion and completes tasks satisfactorily. | Makes occasional contribution to in-class discussion and completes the tasks satisfactorily. | Seldom makes adequate contribution to in-class group discussion and in class tasks. | Little evidence of participation in class; completes very few in-class tasks. | Fails to sufficiently participate in in-class activities (including discussion and other tasks) |

**Part III   Other Information** (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**
   *(An indication of the key topics of the course.)*

Literature, poetry, fiction, drama, literary and cultural studies, critical theory

2. **Reading List**
2.1 **Compulsory Readings** *to be finalized by course instructor
   *(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

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|---|---|
| 1. | Selections of Eagleton, Terry. *Literary Theory: An Introduction.* Minneapolis: University of Minnesota Press, 2008. |
| 2. | Selections of Frow, John. *Genre.* London and New York: Routledge, 2015. |
| 3. | Selections of Lentricchia, Frank and Thomas McLaughlin. *Critical Terms for Literary Study.* Chicago and London: The University of Chicago Press, 1995. |
| 4. | Selections of Barthes, Roland. *Mythologies.* London: Vintage, 2000. |

2.2 **Additional Readings**
   *(Additional references for students to learn to expand their knowledge about the subject.)*

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|---|---|
| 1. | Leitch, Vincent (Ed.). *The Norton Anthology of Theory and Criticism.* London and New York: Norton, 2001. |
| 2. | During, Simon. *The Cultural Studies Reader*. London: Routledge, 1993. |